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**METHODOLOGICAL FACTORS THAT AFFECT THE DEVELOPMENT OF
LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF SIXTH
GRADE AT PRIMARY SCHOOL MADRE CAYETANA ALBERTA DURING
THE SECOND SEMESTER 2015**

RESEARCH

To obtain a degree in English

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January 19, 2016

DEDICATORY

This Research is dedicated first to God, who gave us the strength to accomplish, to our parents and children who have been our complete support in the process of achieving our goal.

ACKNOWLEDGEMENT

First thanks to God for giving us the strength to achieve this goal, also to our family who gave us their support during the complete journal, our teachers who contributed to our learning and acquiring language.

INDEX

Abstract	.....	1
Introduction	.....	2-3
Problem background	.....	4
Previous studies	.....	5-6
Justification	.....	7
Research questions	.....	8
Objectives	.....	9
Research matrix	.....	10
Theoretical framework	.....	11-42
Methodological design	.....	43-47
Results and analysis	.....	48-59
Conclusion	.....	60-62
Recommendations	.....	63
References	.....	64
Annexes	.....	65-89

Abstract

The present study covers a general overview of the speaking and listening skill; it also investigates the parameters of effective methods in teaching speaking and listening. Moreover, it introduces some strategies that promote those skills and improves students' proficiency. In this study there was adapted a descriptive methodology of investigation with regard to the requirements of the presents research work. The main objective is identifying the factors that affect the development of both listening and speaking skills. The population is composed of sixth grade students and teacher at primary school Madre Cayetana Alberta Pureza de María. The most significant findings of our research work can be summarized in: first, the teacher explains class in Spanish, he only uses textbook as a workbook, and he uses inappropriate the few strategies; second, most of the students are not able to use common expressions in class, They are not demanded to speak English during the class, most of the students have not developed the English Speaking skills due to the few strategies applied by the teacher. However, during our investigation we have encountered some difficulties in relationship to the lack of teachers in-service training in oral expression, the limited time which is allocated to the oral expression course, the lack of application of the strategies and developments that characterize the teaching of the speaking and listening skill. On the whole, our research brought many benefits to the students and teachers of primary school Madre Cayetana Alberta.

I. Introduction

The development of listening and speaking has become a challenge for educational institutions and this are known as the most difficult skills to learn, moreover, these two skills demonstrate the level of foreign-language which has a student when implemented.

Nowadays, it is difficult for most students to develop listening and speaking skills. One of the possible reasons is that the methodological approach and inappropriate use of teaching resources are affecting this process.

In addition, the lack of knowledge about methodological strategies and the lack of effective evaluation applied by the teacher can teaching and learning process in a negative way. Based on these aspects, it is necessary to research about how the methodological approach used by the teacher is affecting the development of language skills of foreign language.

This research has the purpose to find out methodological factors that affect the development of both listening and speaking skills of students in sixth grade at school Madre Cayetana Alberta in the first semester of 2015, at the same time identifying the difficulties presented for students to understand and solve tasks of listening and speaking. Therefore, discover because they are not able to achieve the desired goal according to the curriculum designed for students at this school.

This research will help to provide some solutions to this problem. This means that both students and teachers will benefit from this research to improve English teaching and learning process. Based on the results, it will give you some suggestions and recommendations for making educational resources available in order to reinforce the development of listening and skills speaking students at the school Madre Cayetana Alberta in the first half 2015, so this will make a valuable contribution to language learning in listening and speaking at this school.

II. Problem background

This research is focused on what are the factors that affect the development of listening and speaking skills of the students of 6th grade at primary school Madre Cayetana Alberta during the First Semester 2015

During the observation conducted in the development of classes, it is found that the most of those students have difficulties to ask and answer questions and to understand and follow instructions given by the teacher since they are not able to achieve the designed goal of curricula because they feel afraid of speaking English and they do not want to make mistakes.

On the other hand, some students do not have any habit of speaking English in the classroom; interest in learning English; in addition, students almost never practiced outside the classroom; it means that they do not practice the target language every day. Because of the lack of confidence, when they speak, they feel nervous and loose interest in studying and practicing at home. Based on the results obtained in the instruments applied (observation guide, interview and surveys) it is affirmed that both listening and speaking are the most difficult skills to develop for English students; therefore, there is an interest to determine which are the greatest obstacles that students face in order to improve the performance in listening and speaking.

III. Previous studies

In this part of the study, some previous studies relating to this study will be reviewed. These studies were carried out to identify the factors affecting students' speaking and listening performance and students' speaking and listening problems.

Lukitasari (2008) conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The population of her study was the first semester students of Muhammadiyah University of Malang in Indonesia. The results of her study suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also reveal that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

Bozorgian (2012) carried out a study to examine the relationship of listening skill with other language skills. The results of his study indicate a close correlation between listening comprehension and language proficiency. He states that the higher the listening score, the better the speaking score.

Feyten (1991) conducted a study to examine whether there is a relationship between listening ability and foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and foreign language oral proficiency skills. The results show that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills.

Nguyen Hoang Tuan & Tran Ngoc Mai (2014) investigated the problems that the students at Le Thanh Hien High School experienced in speaking lessons and the factors affecting their speaking performance. The results of the study indicate that the students faced many problems such as they spoke very little or not at all; they could not think of anything to say; they used Vietnamese instead of English when they discuss in groups or in pairs; their participation was low or uneven; they had a habit of translate the information in the textbook into Vietnamese before they speak; they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Azam Md. Golam (2012) explored the factors affecting students' English achievement at the secondary level in Narayanganj and in Bhola of Bangladesh. . The major findings of the study indicated that: in the case of English achievement, students in Bhola are weaker than the students in Narayanganj. In Bhola, they need trained English teachers and in Narayanganj, teachers expect a lower student to teacher ratio. It was revealed that 75% of English Teachers in Narayanganj also have more than 10 classes every week of English lessons while 50% in Bhola conducted less than 10 classes per week.

IV. Justification

It is important to note that the development of speaking and listening skills are essential for a profound learning of those skills. The sound, rhythm, intonation, and stress of the target language can only be acquired through listening. When learning a new language, one must be able to listen in order to understand the particular differences in a language. It will be easier to improve the other skills and gain confidence if the learner gets to understand spoken language by listening.

The intention for this research is to determine the difficulties and negative factors which influence foreign language learning in these two skills. Therefore this research project has a great importance because it will help to determine the incidence of the active methodology in the process of mutual learning of English language students in sixth grade at Madre Cayetana Alberta Pureza de Maria elementary school. At the same time this process will uncover the methodological strategies that are implemented to make it easier in order to practice the listening and speaking skills in students. Based on the results of the research, there are some suggestions and recommendations for making educational resources available in order to reinforce the development of listening and speaking skills in students at this school in the second semester from 2015, so this will make a valuable contribution to learning English.

V. Research questions

1. What teaching strategies are used to develop listening and speaking skills in the students?
2. How effective are the teaching strategies used to develop both listening and speaking in the students?
3. What kind of strategies does the teacher use to develop listening and speaking skills?
4. What didactic resources are used by the teacher to develop listening and speaking in the students?
5. What factors are affecting the teaching process of listening skills?
6. What is the interaction between students and teachers in the process of sharing information?
7. How are listening skills assessed in the process of teaching-learning?

VI. Objectives

General objective

☞ To determine the difficulties in listening and speaking skills in English language class in sixth grade at Madre Cayetana Alberta elementary school.

Specific objectives:

1. To identify the difficulties in the teaching learning process of communication in the classroom.
2. To find out the factors which are affecting the development of listening and speaking skills in the English language class.
3. To determine the strategies applied during the teaching and assessment process of listening and speaking.
4. To determine the use of didactic resources which work positively in the teaching learning process of listening and speaking skills.
5. To know the effect of the assessment process in learning English speaking and listening skills.

VII. Research matrix

Specific objectives	Variables	Indicators	Sources	Techniques for gathering data
To determine personal information about English teacher.	General Information	Gender: Age Grades teach Labor experiences Level to teach Places where he has worked before	Teacher	Interview
To identify the difficulties in the teaching learning process of communication in the classroom	difficulties in teaching learning process of communication in the classroom	academic difficulty teaching resources application of skills	class Teacher Students	Observation Interview Survey
To find out the factors affecting the development of listening and speaking in English language class.	factors which are affecting the development in listening and speaking	Didactic Resources Teaching Preparation Strategies' Management Students' Motivation	class Teacher Students	Observation Interview Survey
To determine the strategies applied during the teaching process of listening and speaking.	Strategies used during the teaching process of listening and speaking.	Dialogues Games Role Play	class Teacher Students	Observation Interview Survey

VIII. Theoretical framework

To comprehend the content of this study is important to consider some definitions related to this topic. At the end, they will help to make a better judgment about the gathering results.

A. Listening skill

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. Listening skill can be defined as, “Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”. Therefore, within the English teaching - learning process it is important to consider the fundamental skills (Listening & Speaking, Reading & writing) to be developed to achieve a meaningful learning of it. . The sound, rhythm, intonation, and stress of the target language can only be acquired through listening. When learning a new language, one must be able to listen in order to understand the particular differences in a language. It will be easier to improve the other skills and gain confidence if the learner gets to understand spoken language by listening, therefore he may acquire the ability to read and write.

B. Speaking skill

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is one of the four basic competences that the students should gain well. It has an important role in communication in carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is a productive skill, it could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. However there are many obstacle factors why it is not running well in English language.

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find

the speaker, the listener, the message and the feedback. It also cannot be separated from pronunciation as it encourages learners to learn the English sound.

Speaking is one of the skills that have to be acquired by students in learning English also to express the needs request, information, service, and etc. to know definition first It is important for students Speaking is one of the skills that have to be acquired by students in learning English also. Many experts define speaking skill in different ways. Yuliantono (2012) writes, "Speaking is one of language skill that must be mastered by any foreign language learner because speaking is an essential tool for communicating, thinking and learning"p.1). Meanwhile, Amir (2010, p.10) assumed that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing information". So, it can be concluded that speaking is an ability to communicate orally to other people with the aim is to express their idea and feeling. (The improvement of student's speaking skill through guessing games. 2009)

Speaking depends on the context or the situation which includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. It requires students not only produce specific points of language like grammar , pronunciation, or vocabulary , but also what they understand , when, where , why and how to produce language.

Listening and speaking are two of the most difficult skills which students have in learning English, due to shortage of time or opportunities to be exposed to the language in their daily lives. Besides, Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Nowadays, to adapt to this globalized world, the abilities of communicating fluently in English are very important; therefore, it is necessary to improve listening and speaking. However, English is not our native language. Somehow we can't always understand clearly the meanings while listening to it and can't put what we are thinking into words.

C. Teaching methodology

A teaching methodology is essentially the way in which a teacher chooses to explain or teach the content material to students so they can use the material to learn the language. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the level of knowledge and preferences of a teacher. It is also not common for a teacher to utilize multiple methods within a single lesson or over the course of several lessons. (What Is a Teaching Methodology? 2001)

Adamu (2008) method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the students. (Learning and Teaching Methodology. 2012)

D. Methodological strategies

Methodological strategies refer to the structure, system, methods, techniques, procedures, and processes that the teacher uses during the instruction. A strategy defines the basic procedure of how the content is elaborated during the teaching process. These are strategies that the teacher applies in order to assist students' learning. The use of creative methodological strategies promotes students' speaking skills when they have friendly competition with each other, so each student will participate in the classroom.

According to Brandt (1998), "The methodological strategies, techniques andragogical learning and learning resources prior learning capabilities of potential participants, and limitations of each. (Estrategias de aprendizaje. 2014). This means Methodological strategies for teaching are integrated procedures and resources used by the trainer in order to develop students skills for acquisition, interpretation and information processing sequences; and using these in the generation of new knowledge, its application in the various areas in which daily life, thus promoting significant learning play. Strategies should be designed in a way that encourages students to observe, analyze, review, formulate hypotheses, seek solutions and discover knowledge for themselves.

1. Teaching process

1.1 Methodological strategies to develop listening skill

Games

Using games to teach effective listening to students is a fun way to develop auditory skills and social development. Listening is key to following directions and developing the ability to remember concepts taught in the classroom. Games serve as repetitive activities that enhance these skills and cultivate auditory and literacy development. You can even use games as a way to exercise the brain and promote retention of academic content. Listening activities condition students to develop new vocabulary and recognize appropriate grammar.

Songs

Song is very helpful in the language learning process. They are good not only for audio visual but also for kinesthetic learners. They can give good training in listening activities. They are the best means to learn different accent and improve pronunciation, enrich vocabulary, and speaking skill. Listening is the activity of paying attention to and trying to get meaning from something we hear in order to speak properly. So, the principle condition of working with songs lies and depends on listening, which represents the main medium of receiving and reproducing information.

In this context, Claerr (1984) argues that “songs have unique advantage for the practice of listening comprehension because of their meaningful context, appealing “package”, and topics of broad human interests”. In order to develop the EFL students’ listening skill, songs should have clear and understandable lyrics. (Developing Students Listening Skills with the Use of Song. 2014) Teachers should take into consideration that songs can

develop language skills, and bring enjoyment and fun into the classroom. As Schoepp (2001) suggests "The enjoyment aspect of learning language through songs is directly related to affective factors."

The affective filter is one of the five hypotheses that Krashen presents. Krashen (as cited in Schoepp, 2001) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp (2001) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Dialogues

The dialogue helps to understand and follow instruction; it is important that the teacher use it. Moreover, it helps to adapt the listening of students to the new language. Beside students identify different accent and to understand the topic. Students acquired good pronunciation of words.

Role plays

Role-playing activities are an enjoyable teaching technique, allowing students to pretend to be other people, while demonstrating and practicing important lessons. You can use role-playing in your classroom to teach effective listening skills by placing students in roles which highlight specific listening elements. While passive listening is a natural skill people learn as they develop, active listening requires practice and focus to master.

Remove Distractions

You can use a role-playing activity to demonstrate the importance of removing distractions while students try to listen effectively. Instruct two students to sit in the front of the class and role-play an interview situation. Provide one student with a list of questions, and the other with a list of personal information she can use to answer the questions. At several points during the interview, stop the interview and ask the interviewer to solve a simple math problem on the board. Afterward, ask the interviewer a series of questions about the interviewee's information, showing how the interviewer had trouble gathering information because of the distractions. Role play works best with people who know each other and have developed a degree of trust. Teachers should be sensitive to learners who are shy or reluctant to take part.

- Decide on a scenario of relevance to the learners, e.g. taking part in a team meeting, handling a difficult customer, making an appointment over the phone, buying a train ticket
- Be clear with the learners about the purpose of the role play
- Develop a series of situation cards applicable to the scenario that describe what each participant in the role play must do
- Collect any props that may be useful, e.g. phones, hats, desks
- Discuss the role-play scenario with the learners. Ask for suggestions for likely contributions. What might be said? What shouldn't be said? Talk about facial expressions and body language. How do participants show they are listening?
- Divide the group into appropriate sized groups for the situation and distribute the role-play card.

- An observer for each group can be useful. At the end of the role play, the observer can offer positive criticism and suggestions for improvement
- Set a time limit. At the end of the time ask learners for feed back
- Learners can swap roles

1.2 Methodological strategies to develop speaking skill.

Games

Games serve as excellent communicative activities. The use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously. In this article, the author also shares her experience of some interesting games and their application in the language classroom.

Communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban&Metin. 2000). On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results.

- **Mysterious Landmarks.** This game encourages students' productive skills and elicits their speech fluency. Cross-culture concepts are also addressed. The number, the length, and the patterns of sentence can vary depending on the students' language ability and linguistic points the instructor would like to reinforce.

- **Story Time.** The recorded stories are all classical bedtime stories for young children and have been translated into most of the major languages worldwide. Students should be familiar with those stories. This game focuses on gist-listening skills. Students only need to catch the key terms to figure out what the story is.

Songs

Griffee (2001) express, “song is part of music that you sing through words”. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable. Songs are part of daily life for most people. Who doesn’t enjoy music at home, while travelling or studying, or even at work? Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. But how do songs actually benefit your students? In the first part of this article we look at the theoretical background to these questions; in the second half we look at what we can do with songs in the classroom.

Teacher can be applies singing a song to improve their speaking skill, the teacher need to motivate students through singing a song that make the students more interested in improving their speaking skill and more enjoyable to practice their speaking with certain technique. Lo (1998) said, “Writing that songs provide a break from classroom routine and that learning through songs develops a non-threatening classroom atmosphere in which the four skills can be enhanced. The belief that songs provide enjoyment and develop language skills.” Songs also present opportunities for developing automaticity, which is the main cognitive reason for using in the classroom.

According to Segalwitz (1988) automaticity is defined as a component of language fluency which involves both knowing what to say and producing rapidly without pauses. Using songs can help atomize the language development process. The repetitive style of the song lends itself to an activity where students create their own present progressive sentence based upon their own interest. After listening to the song, students create their own lyrics following the tune of the song.

Teacher should be able to make students speak English fluently singing songs training has a profound impact on other skills including speech and language, also even the ability to convey emotions vocally. Singing a song can improve speaking skill also pronunciation, vocabulary and fluency by using song may give new atmosphere for the students give them fun and enjoyment. Also to enrich students ability to achieve the best goal.

Dialogues

Dialogue is a communication tool that allows people to understand other views without interrupting. The goal of dialogue is to get other view and not to defend our view. Dialogue helps the students practice in speech, pronunciation, intonation, stress and also improves vocabulary. Dialogue brings people naturally sit down together and talk about important issues. Dialogue isn't a problem-solving process directly. It is instead a process that builds bridges of understanding between groups that helps to reduce misunderstanding conflict. Dialogue technique has advantages and disadvantages. The first advantage is Dialogue promotes better understanding and more creative cooperation between different people and groups. The process will help to reduce misunderstandings and help ensure more successful interaction. Second, dialogue can make the situation more relax. For example, talking about the interesting topics: hobby, daily activity, advertisement, and so on. Meanwhile, the first advantage of dialogue is that too much dialogue can make confused

other people because sometime the dialogue can run short or long. Second, it can throw off readers because they don't yet understand why they should care.

Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates. (Astuti. 2010).

Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays. (Brown. 2001)

Role plays

- **Be practical.** Students will be more motivated and eager to participate if you present them with a realistic situation that they might encounter in their daily lives. For example, asking students to role play about a daily routines and they can speak about their routines. Using realistic situations gets students to practice essential vocabulary and phrases in such a way that they will be better able to retain what they learn.

- **It's all in the details.** Role plays are an opportunity for students to produce natural, semi-spontaneous speech. When setting up a role play, you should give enough information about the situation to evoke the vocabulary you are targeting, but it should leave enough to the imagination to allow the students to construct their speech on the spot. Students will get more from the exercise if they can correctly use the appropriate vocabulary on their own. Encourage students to make notes while they are planning, but not to write a script. If you want students to read from scripts, try an activity like reader's theatre. In a role play, students should work on building their fluency by using unplanned speech.

2. Effectively of resources

2.1 Type of Resources to develop listening and speaking skills.

Developing listening skills comes “naturally” for some students, but with great difficulty for others. Acquiring listening skills can even be frustrating for some students. For some time, listening was regarded as a “passive” or “receptive” skill and, consequently, not particularly crucial as a skill area to be taught. Researchers then began to recognize the importance of listening and its role in comprehensible input (Krashen, 1982), and attention to and adoption of newer comprehension-based methodologies brought the issue to the fore. Listening became a skill to be reckoned with and its key position in communication recognized (Omaggio H. 2001).

In the communicative approach to language teaching, this means teachers modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. Given the importance of listening in language learning and teaching it is essential to give our

learners opportunity to develop and improve their listening skills not only in the classroom, but outside the classroom as well.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. In order to develop the speaking and listening skill is important use different resources didactic or material teaching in the process learning- teaching for to help curriculum implementation, achieving the skill, competence or objectives and promote meaningful learning.(Resources for Developing Listening 2010).

Material didactic is considered all the means and resources to facilitate the teaching-learning, to stimulate the function of the senses and activate the experiences and prior learning, to more easily access information, develop skills, abilities and attitude formation and values . According to Gimeno&Loayza cited in Hidalgo (2007), materials are concrete elements, physical, carrying educational messages through one or more communication channels and are used at different times or phases of the teaching – learning.

Sometimes a teacher may think that language contents are the core of its daily practice. Even though this is not inaccurate, the saying that “the medium is the message” can also be applied to language teaching. Not only is it important to consider materials as a central aspect of the profession but also as a decisive element in the relationship among the teacher, the learner and the language (not to mention the community of users of that language and their culture). This is the reason; the materials and resources available to a language teacher are given some space and attention as part of a course on language teaching methodology.

2.2 Visual aids: flashcards, wall charts and posters

Flashcards can be prepared by the teacher and the learners or they can be acquired as printed material. The latter are provided by a good number of educational publishers in relation to lexical, functional or grammatical items; the first can be done by the class or the teacher as part of a language learning task by cutting pictures from a magazine or by copying, pasting and cutting images from the Internet. Salaberri (1995) suggests activities such as the following: show the flashcards, substitution dialogues, chains, classify the pictures/words, picture dictionary, domino and other matching games.

Finally, wall charts and posters offer the learners more complex visual stimuli. Wall charts comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses. Posters lack the sequential structure of wall charts; it is quite easy to find maps, posters with numbers and letters, etc., but they can also be easily made as part of a learning task. Salaberri (1995) suggests the following activities to do with wall charts and posters: predicting and anticipating, descriptions, mind maps, reorder the stage, mime and point, label the pictures, try to remember, say as many words as possible, “hide and seek” game.

2.3 The textbook

Penny Ur (1996) gives some reasons for and against the use of a textbook. In favour of using a textbook she mentions the sense of structure and progress, its use as a syllabus, its being ready-made, its price (which sometimes is not so reasonable or affordable), its convenience as a package, its guidance help for teachers and that it gives the learner some degree of autonomy. Against using a textbook, she mentions its homogeneity and inadequacy for individual needs and objectives, its irrelevance and lack of interest in many occasions, its limitation of initiative and creativity, its homogeneity and its over-easiness.

Good textbooks are excellent teaching aids. They're a resource for both teachers and students. A textbook is only as good as the teacher who uses it. And it's important to remember that a textbook is just one tool, perhaps a very important tool, in your teaching arsenal. Sometimes, teachers over-rely on textbooks and don't consider other aids or other materials for the classroom. Some teachers reject a textbook approach to learning because the textbook is outdated or insufficiently covers a topic or subject area.

How you decide to use textbooks will depend on many factors. When thinking about how you want to use textbooks, consider the following:

- Use the textbook as a resource for students, but not the only resource.
- Use a textbook as a guide, not a mandate, for instruction.
- Be free to modify, change, eliminate, or add to the material in the textbook.
- Supplement the textbook with lots of outside readings or dialogue.

Cut, copy and paste. Feel free to modify/expand/reduce the textbook.

The book belongs to you; you don't belong to the book

- Adapt it to your needs.
- There is life out of the textbook: Add materials/information/resources to your textbook
- There is no best textbook, only a better way to use it
- Evaluate your textbook and ask your students about it.
- Check the teacher's book for ideas, suggestions or further activities.

At Madre Cayetana Alberta Pureza de María school have their own books. The brochures are produced by English language teachers who teach there, the material contains issues according to the level of learning they have acquired in their previous grades.

2. 4 Audio and visual resources

In this section we are dealing with electrical and electronic appliances commonly used in the classroom (Overhead Projector, Audio Player, Video Player and Camera). Although they have been labeled as “New Technologies” until recent times, we prefer to denote them as Audiovisual Technologies (AVT) in order to distinguish them from what today are called ICT, which involve mainly the use of computers and networks.

Stroud (2008) mentions that the best way to learn English without being in an English-speaking country is through the use of digital tools and online. The benefits of the Internet offer us a world of possibilities for interaction to ask better academic activities.

In the last decade portable gadgets such as cell phones, lap tops and iPods; they have become part of our lives, literally all parts stuck to them we move; however, we cannot deny the tremendous benefits they provide. Students in this decade demand more interaction online resources to support their learning. Using technology in the classroom has meant that both students and teachers obtain mutual benefit; largely new technologies are contributing elements that have simplified the way of teaching; also, students get resources that span multiple learning styles. However, the use of technology is not a phenomenon that has been explored in recent decades, technology in education has existed for over a hundred years ago. According to Joly (2010) Lingua phone British company known worldwide in the design of materials for teaching languages, he pioneered innovation in technology when designing the first cylinders containing English classes, then came the cassettes, CDs and mp3.

During the decade of the 60s the emergence of laboratories using cassette and hearing aids were introduced in education, the use of this new resource grew rapidly during the early 70's; however, the tendency to use hastily dropped. After the introduction of digital technology in the labs brought a new revolution.

Once we have made these considerations, there are some general aspects that should be taken into account when dealing with the use of AVT:

- Advantages: motivation, interaction, improvement of messages (combination of sounds and images), the teacher can face the students all the time, oral communication enhancement, cultural background exchanges, reusable materials, classroom time saving, promotion of learner-centered systems.

- Disadvantages: old equipment, availability in the classrooms, price, technical skills, extra time.

2.5 Audio player - The sound

Together with the blackboard, the audio player is one of the most common pieces of equipment when teaching languages. One of the reasons could be that most textbooks are supplemented with audiotapes to carry out listening activities. The most recent ones even provide the students with audio CDs so that they can practice orally at home these activities. Apart from what is available in the textbook, there is a great deal of recorded materials especially designed for teaching foreign languages: dialogues, songs, stories...etc.

There are a number of advantages about using recorded materials (Salaberri, 1996)

- 1- They provide certain contextual aspects and some extra linguistic elements that help in the understanding of messages.

- 2- They provide exposure to varieties of English and different speakers.

3- They allow for the participation of students through repetition and recording activities.

As regards to the audio player, it is not as heavy as the OHP, so it can be easily carried by the teacher. Moreover, they are cheap, usually available at school, simple to use and tapes are reusable and easy to store. As for the OHP, the audio player can be used in combination with other teaching aids such as the blackboard, the OHP itself, posters or flash cards, the textbook, etc., since we should bear in mind that listening activities are not the only possible ones , they are also very helpful in reading comprehension, oral production or written tasks.

Finally, it is important to remember that audio extracts are very motivating for students, especially for the young ones, as they usually involve breaking classroom routine by means of songs, games or dialogues performed by young native speakers. This, however, is not the only aim of listening activities. They should mainly be designed to improve the understanding of oral messages. We should make the following considerations.

- They must demand “listening”, they must really help students to improve their listening abilities.
- They should challenge students to do their best in order to achieve this goal.
- Process is more important than results, that is, getting right answers is not the most important aim.
- They should be interesting for students and as natural and authentic as possible.

3. Assessment

3.1 Effectiveness in assessment

To be useful and to satisfy the criteria for being “good”, assessment methods must be both effective and efficient. Thus in evaluating various assessment methods some key questions need to be addressed. These can be listed below under two broad sets of criteria (a) Educational Effectiveness Criteria and (b) Management and Resources Efficiency Criteria.

Assessment methods must be both effective and efficient. According to Brown (2001), assessment needs to be efficient. It needs to be effective as well as manageable. Thus at a time when resource constraints within most organizations are severe and when there is an expansion of students numbers, any assessment method which involves lots of staff time to undertake and to provide effective feedback to students will fail to be implemented successfully no matter how educationally sound it may be. In addition it is necessary for us to review existing practice since assessment methods designed for an era with a smaller and a more homogeneous student population are thus unlikely to be effective. The assessment methods used must also have integrity and fidelity and the costs of ensuring that assessment can achieve these must also be borne in mind. Transparency (both in terms of publishing the criteria and standards used in the assessment process and also in allowing students access to the methods and processes of assessment) is also an important consideration in evaluating assessment methods. Efficiency and effectiveness in assessment. Furthermore, if there is a reliance on assessment methods that are conducted in a student’s own time there must be systems in place to guarantee fidelity and ensure that students are not plagiarizing. In addition (Huges 1989)

Selected-response refers to multiple-choice, matching, true or false and similar questions in which a choice of answers is provided. (Efficiency and effectiveness in assessment 2013.)

- **Validity** reflects the extent to which test scores actually measure what they were meant to measure. It is the single most important characteristic of good assessment. Valid assessment information can help teachers make good educational decisions. Without validity, an assessment is useless. There are essentially two kind of criterion related validity: concurrent validity and predictive validity. Concurrent Validity is established when the test and the criterion are administered at about the same time. To exemplify this kind of validity in achievement testing, let us consider a situation where course objectives call for an oral component, to test all of which might take 45 minutes for each student. From the point of view of content validity, this will depend on how many of the functions are tested in the components, and how representative they are of the complete set of functions included in the objectives.

- **Reliability** refers to an assessment's consistency. It is the extent to which a person repeating the assessment or taking an alternate form of it would tend to get the same score, assuming that practice makes no difference.16 indicators of effective assessment in higher education.

Checklist for quality in student assessment :

1. Assessment is treated by staff and students as an integral and prominent component of the entire teaching and learning process rather than a final adjunct to it.

2. The multiple roles of assessment are recognized. The powerful motivating effect of assessment requirements on students is understood and assessment tasks are designed to foster valued study habits.
3. There is a faculty/departmental policy that guide individuals' assessment practices. Subject assessment is integrated into an overall plan for course assessment.
4. Assessment tasks assess the capacity to analyze and synthesis new information and concepts rather than simply recall information previously presented.
6. A variety of assessment methods is employed so that the limitations of particular methods are minimized.
7. Assessment tasks are designed to assess relevant generic skills as well as subject-specific knowledge and skills.
8. There is provision for student choice in assessment tasks and weighting at certain times.
9. Student and staff workloads are considered in the scheduling and design of assessment tasks.
10. Excessive assessment is avoided. Assessment tasks are designed to sample student learning.
11. Assessment tasks are weighted to balance the developmental ('formative') and judgmental ('summative') roles of assessment. Early low-stakes, low-weight assessment is used to provide students with feedback.
12. Grades are calculated and reported on the basis of clearly articulated learning outcomes and criteria for levels of achievement.
13. Students receive explanatory and diagnostic feedback as well as grades.

3.2 Assessment comprehension

From a pragmatic view of language performance, listening and speaking are almost always closely interrelating. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited context of speaking (monologues, speeches, or telling a story and reading aloud) can we assess oral language without the aural participation of an interlocutor.

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skills, which necessarily compromises reliability and validity of an oral production test. How do you know for certain that a speaking score is exclusively a measure of oral production without the potentially frequent clarification of an interlocutor? This interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factors accounted for by aural intake. (Kusen M. 2012)

Listening

The Listening Comprehension section tests the student's ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed in the formative and summative assessments:

- i. Listening for specific information
- ii. Listening for general understanding
- iii. Predictive listening
- iv. Inferential listening

v. Listening for pleasure

vi. Intensive listening

vii. Evaluative listening

The marking key is prepared before the test is administered. It will take about a period of 30-35 minutes to conduct a listening assessment. At the end of the assessment, the answer scripts should be collected and marked. It is objective type of marking. Therefore, each question or Gap Filling question will be of one mark each. Awarding of half mark should be avoided. Since it is an assessment of listening skills, one or two spelling mistakes may be ignored. If there are more than four or five spelling mistakes then up to two marks may be deducted out of the total marks. But in no case a half mark is awarded. It is suggested that scripts may be marked on the same day. (Assessment of speaking and listening skills – CBSE. ND)

Speaking

Another challenge is the design of elicitation technique, because most speaking is the product of creative construction of linguistic strings, the strings, and the speaker makes choices of lexicon, structure, and discourse. For example, in a picture series task, the objective of which is to elicit a story in a sequence of events, test- takers could opt for a variety of plausible ways to tell the story, all of which might be equally accurate. How can such disparate responses are evaluated? One solution is to assign not one but several scores for each response, each scores is representing one of several traits (pronunciation, fluency, vocabulary use, grammar comprehensibility, etc.)

3.3 Basic types of speaking

There are four categories of listening performance assessment is the tasks. A similar taxonomy emerges for oral production. (Huges, 1989)

1. **Imitative.** At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interest only in what is the traditionally labeled “pronunciation no inferences are made about the test- taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short – term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.
2. **Intensive.** A second type of speaking frequently in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as a prosodic elements – intonation , stress) rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction by interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture – cued tasks including simple sequences; and translation up to the simple sentence level.
3. **Responsive.** Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always is almost always a spoken prompt.

4. **Interactive.** The difference between the responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which have the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.
5. **Extensive.** (Monologue). Extensive oral production task include speeches, oral presentation, and story- telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie.)

3.4 General Instructions

1. The total administration time for the speaking assessment is approximately 10-12 minutes.
 2. The speaking assessment will be conducted for two students at a time.
 3. There will be a single teacher to function as the Examiner.
 4. The Examiner should be a qualified English Teacher
- (A Brief Summary of Speaking Assessment. 2014)

3.5 kind of assessment.

➤ Formative Assessment

Formal and informal processes teachers and students use to gather evidence for purpose of improving learning “Formative assessment, therefore, is essentially feedback (Ramaprasad, 1983) both to the teachers and to the students about present understanding and skill Therefore the Assessment of Speaking and Listening Skills will be done formally at the term-end examination in Summative Assessment development in order to determine the way forward” (Harlen&James, 1997). In the classroom teachers assess formally through assignments, tests, quizzes, performances, projects, and surveys; or informally through questioning and dialogue, observing, and anecdotal note taking.

4. Summative Assessment

Assessments provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. When the information from an assessment is used solely to make a judgment about level of competence or achievement, it is a summative assessment At the classroom level, an assessment is summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others.

The communication usually takes the form of a symbol, a letter grade or number, or a comparison to a standard such as “Meets the Standard” or “Proficient,” that is reported to students and eventually to parents. Sometimes an assessment intended to be used formatively can be used summative, such as when the evidence indicates that students have attained mastery. And sometimes an assessment intended to be used summative can be used formatively, such as when a test reveals significant problems with learning

that we address through replying. At the program level, an assessment is summative when results are used to make judgments such as determining how many students are and are not meeting standards in a certain subject for purposes of accountability. The data may be reported to educators within the system, the school board, and the community.

4. Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities. In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension. (Formative Assessment and Assessment for Learning. ND)

Presentations

A presentation in class assesses a different aspect of spoken language. When teacher asks student to speak in front of the class, he is able to prepare and practice what he wants to say. He can also research information on his topic. In this case, presentations are effective because the grade that student obtain should be based on both content and presentation.

Role Plays

Another way to assess students' speaking and listening is by having them perform role-plays in front of the class. By giving them a situation and roles to play, it is possible see how creatively students are able to use language with one another. Be listening for content and grammar as with any oral assessment, also they able to understand each other.

Quizzes

Quiz is an atypical way to assess the understanding for students have in different skills of language. Quizzes have to permit teacher checks as long as the answers are grammatically and logically correct, the student should receive full credit.

Tests

When teachers design a test; he or she can include different items to assess such as multiple-choice, writing the questions filling in the blank and matching some information. The abilities to listen critically and to express one clearly and effectively contribute to a student's success in school and later in life. Teachers concerned with developing the speaking and listening communication skills of their students need methods for assessing their students' progress. These techniques range from observation and questioning to

standardize testing. However, even the most informal methods should embrace the measurement principles of reliability, validity, and fairness. The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available. (Top 10 Ways to Assess. 2007-2014)

The most effective ways to assess student's learning, were oral presentations because this way the teacher checked the new vocabulary as well as the fluency of each presenter. Besides oral presentations, another activity which has a great effect on students learning is role plays, because each student is placed in an everyday situation in which they required to put into practice the content previously introduced. On the contrary, the activities that did not have a good effect were debates because there was a time in which students wanted to express their opinions but they did it at the same time, so they just created a mess.

IX. Methodological design.

1. Sociological approach

This study is focused on a mixed research that involves qualitative and quantitative. Creswell et al. (2008) explain that both methods provides more specific information, one provide numbers and statistics, and the other one must be related to the first one, proving with evidences the gathering results through the instruments. So, the theories are being determined by the facts.

2. Type of research

This research is looking for determine the importance of the teaching techniques and didactic resources used in English speaking and listening skill. In Methodology there are different types of research. Roberto Hernandez Sampieri, (METODOLOGIA DE LA INVESTIGACION, 5° edicion, 2010) for instance, talks about the experimental and non-experimental Research. According to his paper, this is a type of non-experimental research because the problem is a determined situation inside the classroom; it was detected through the observation and evaluation of the phenomena in a specific context and people involved in. In other words, this study is kind of descriptive research, which the topic is intent to find difficulties in the teaching learning process and their effects on the English speaking and listening skills. This research is also considered a transversal research because was conducted during the first semester (six months) of 2016.

3. Population and sample

The population is represented by the School Madre Cayetana. Then, it was limited by selecting the students taking into account their characteristics, and the context of a private school. According to Sampieri (1991) the sample could be a no probabilistic sample. In this case, the sample is based on the main objective, which is determining the factors affecting the teaching learning process of communication. Selecting the sample demands the researchers to take a decision with an informal method. It means that specific group of class could be observed and then provides the evidences related to the topic selected. In this section, the characteristics to consider is that most of the students have received English class since the kinder garden level and the other ones since they join the school. That means the student supposed to speak English so good according to the curriculum, despite of, the students don't have a good level of speaking and listening skill. That is the reason because the sample is represented by the sixth grade of primary school. There are 26 students, eleven are men and fifteen are women. The sample should not be reduced because it is a small group of students.

4- Techniques for gathering information

The following methodology has been accomplished in different stages:

A. Observations to the class:

It has the intention to find the way that the skills were being developed and analyze the attitude and opinions of the students facing with the acquisition of speaking and listening skills. The observation class was gotten in four periods in different days following the sequences of the schedule. The observation class was applied following an observation guide (see appendixes) with many items to complete the information required to determine the teaching methodologies of the teacher during the class and its effects in the development of the speaking and listening skill.

The first step to observe the class was to speak friendly with the teacher and explain him the intention of our research. Then, take a sit inside the classroom without saying anything, just taking notes about the development of the class.

During the first observation, the teacher mainly speaks in Spanish. The students had a good behavior during the class and most of them were paying attention to the teacher. The topic was written on the board and the teacher point the pages of the book were the students have to work the exercises. Also the students work in group of four or five. The students were asking in Spanish about exercises in the book. At the end, the students read the answer and the teacher check them. In the other observations the method of teaching was no different, it just have some variations; for example, the students pass to the board and write the answers of the exercises , the teacher reads a text from the book and the students repeat, the teacher make the students translate a text and wrote it down in their notebooks. At any instance, the teacher plays a tape recorder, or plays some dialogues among the students.

B. The interview to the teacher

The second stage, the teacher was interviewed about his practice in teaching English, techniques and strategies used in class, didactical resources and assessment methods, in order to determine the difficulties in listening and speaking skills in the learning process. The interview contents open questions, starting softly to create confidence with the teacher and make the interviewer feel as an important part of the research.

Based on the methodologists Rogers and Bouey (2005) it is recommended to apply the interview in a quiet place away from the noise and distractions, it could help to create a comfortable environment. At the instance of the teacher interview, there were two researchers, one of them, asking questions and the other one was taking notes or recording the interview. The second one does not have the permission to ask questions or interrupt the other. The question pretended to know personal information to have an idea of the probable difficulties in the teaching process, and then, compare these answers with the student's survey.

C. The survey to the students

The third stage was the survey to the students, which includes close-ended questions, including multiple choice, check into a list, and Likert scale. This last one is used to determine the level of satisfaction of the students in many aspects of the teaching process. The survey was read and explained very clearly giving examples of the situation presented in the survey. The researchers were present in the classroom to organize the students and attend if any student needs an explanation.

One by one, each item of the survey were answered, in order to take care that any student let questions without answers. Furthermore, it was necessary to clear up that their teacher would never know their responses to the survey. Because they were afraid about being punished for answer some of the questions.

Finally, once the survey was completed, the students received a candy for their participation, as a good method to make the students feel comfortable after they felt under pressure by the survey. It is a recommendation of the experts to persuade the people to answer the survey, by saying the purposes of it. People need to know they are doing well at responding the survey.

1. Plan of analysis

At first, the quantitative results will be analyzed in percentage after being calculated counting the results of each answer, creating a table with frequencies of the results. In addition, all the calculated data (in percentage) were presented in tables and graphs (figures) processed by Microsoft Excel , for a better visualization. Secondly, qualitative data will be presented in the form of summary in the section **Results and analysis**. After, all the results from the different applied instruments were been comparing to found relation of the information from the elements of this research (students vs teacher) with the objectives or the variables. Finally, once the review information is finish, the qualitative and quantitative results will be ready to be explained.

XI- Results and analysis

Student data analysis

XI.1 To determine the difficulties and factors affecting the teaching learning process.

The results obtained from the question 1(see appendixes p.1), do not represent any difficult, as it show in the chart below, that the majority of students like the English class, it represents a very important fact to acquire a new language. When people like something, easier is the process to achieve something. On the other hand, only few students indicate dislike to English class, maybe they are not able to pronouncing well or they feel ashamed.

Q1: Do you like English Class?

Q1	Frequencies	%
Yes	23	88.5%
No	3	11.5%
Total	26	100.0%

However, in question 2, it shows that the student do not have enough time devoted to the English class and according to question 3, they would like to receive more frequencies of classes. It is probably they prefer to receive this class than the others. In those questions is intended to find how much time the teacher has to develop each lesson and its effect in the acquisition of the language in class.

Q2: How many hours do you study English Class per week?

Q2	Frequencies	%
1hr	0	0%
2hrs	26	100%
3hrs +	0	0%
Total	26	100%

Q3: Would you like to receive more frequencies of the English class?

Q3	Frequencies	%
Yes	17	65.4%
No	9	34.6%
Total	26	100.0%

Now, see the question 4. This question pretend to determine if the teacher is teaching the speaking and listening skills in the class. Notice that almost the half of the students are satisfied with the explanation of the teacher in class, but one big part say the opposite, maybe the student were not very clear of this question or many of them are not interested in listening the explanation.

Q4: Does your English teacher explain simply and clearly the exercises in listening and speaking skills?

.....

Q4	Frequencies	%
Always	17	65%
Almost always	9	35%
Sometimes	0	0%
Total	26	100%

Moving to the question 5 and 6, these question pretend to determine if the teacher is taking care about teaching the student to speak in English during the class. In these results is evident that they are t able to perform their selves in English, it does not prove they have developed their English skill. Based on the observation class, they are not using target language in class. Even though the opinion is divided respect to have been developed the English skills, we can conclude that the skills are not enough practiced.

Q5: Do you think you have developed your English speaking skills?

Q5	Frequencies	%
None	2	8%
A little	12	46%
A lot	11	42%
Very much	1	4%
Total	26	100%

Q6: Could you introduce yourself in English?

Q6	Frequencies	%
Yes	19	73.1%
No	7	26.9%
Total	26	100.0%

In question 7, It is more evident what we found before (q.5&6), notice that the teacher is not using the target language at all, what is a significant factor affecting the development of these skills. Comparing with the observation class, the teacher speaks English poorly. It could be due to the few experience of the teacher.(see p....)

Q7: Does the teacher explain the class in English?

Q7	Frequencies	%
Yes	8	31%
No	5	19%
Sometimes	13	50%
Total	26	100%

Remarking the results in the last charts we conclude that students are not sure if they are not developing these skills, because the middle of them answered positively, but the others. In fact, is noticeable that the teacher is not constant in speaking English in class. Moreover, he is not correcting the mistakes of the student, which represent a negative action to develop speaking and listening skill. See in the chart below.

Q8: How often does the teacher correct your mistakes....?

Q8	Frequencies	%
Always	8	31%
Often	5	19%
Rarely	13	50%
Never	0	0%
Total	26	100%

8. The teacher's feedback.

But there is another fact that is not matching to these results, because a big percentage of the students says that teacher promotes and encourages them to participate and to speak English in class, for example, see the chart 9.

Q9: Does your teacher promote you to participate in speaking English in class?

Q9	Frequencies	%
Yes	15	58%
No	11	42%
Total	26	100%

9. The teacher's motivation to the students.

In addition, they feel confidence to speak English when they are working in group.(see chart #10) Despite this, a very little group have developed the skill to speak confidence by themselves. It's nothing effective to encourage students to develop their confidence in speaking and listening skill.

Q10:When (in what situation) are you most willing to speak English?

Q10	Frequencies	%
In groups	19	73%
In pairs	3	12%
By your own	4	15%
Total	26	100%

10. Preference in practicing English in class.

Another relevant fact is to determine how much English the student are practicing in class, notice in this chart that is a very small group use common phrases in English, and a bigger

part of them, are not very sure or confidence to use them. May be the teacher is not demanding to speak English in his class.

Q11: Do you practice common phrases in English during the class?

Q11	Frequencies	%
Yes	5	19%
No	3	12%
Sometimes	18	69%
Total	26	100%

11. The practice of the target language in class.

XI.2 Use of the strategies

According to the objectives in this study, it's important to remark that the strategies and didactical resources are essential in the learning process of listening and speaking skill.

The results about strategies that the teacher applies show that the most used in class are songs, dialogues and games, but students express that the teacher does not use them frequently (see chart 12-13). Comparing both charts we can say that strategies are not using as well as it is required to accomplish with the purpose in teaching English skills.

Q12: Which of the following strategies.....?

Strategies	Frequencies
Games	19
Songs	23
Dialogues	13
Role plays	4
Interviews	0
Oral presentations	2

12. The strategies used in the class

Going back to the observation class, at any instance, the teacher uses a tape recorder in class. As we can observe in the chart, Songs are the second strategy used by the teacher. It does not making sense with the results because it makes us to think in what moment

the teacher consider useful to apply this strategy. Talking about the Games, in the observation was playing some activities for practicing vocabulary by memorizing. May be the students confuse that activity with a kind of Game.

Q13: How often does the teacher use the following strategies?

Strategies	Always	Often	Sometimes	Never	Total
Games	0	3	21	2	26
Songs	0	7	19	0	26
Dialogues	2	2	10	12	26
Role plays	0	2	4	20	26
Interviews	0	1	3	22	26
Oral presentations	0	0	6	20	26

13. The frequency use of the strategies

Making references to the methodologists, they show that these strategies (GAMES AND SONGS) have helped to improve the confidence of students and to reduce the stress. This theory is revealed in question No.14, that students prefer more activities including songs and games. Some of the strategies (dialogues, role plays and interviews) were not as effective in terms of motivation, and other ones (oral presentation) were not enough clear in this result, as we see in the last chart, oral presentation was almost never used by the teacher. We can assume that students confuse oral presentation with the exercise of reading dialogues in front of the class, as we observed.

Q14: To what extent activities performed in class motivate you ...?

Strategies	None	A little	Some	Much	Total
Games	4	6	9	7	26
Songs	2	2	8	14	26
Dialogues	8	3	6	9	26
Role plays	17	3	4	2	26
Interviews	17	4	4	1	26
Oral presentations	16	6	1	3	26

14. The effect of the strategies in speaking and listening.

XI.3 To determine the didactical resources that work positively

Talking about the didactic resources, it's very noticeable that text book is the only didactical resource used in class. And only one small minority say that sometimes the teacher used pictures, CD players and labs (chart 15).

Q15: Which of the following?

Resources	Frequencies
Student's book	26
Videos	
CD-player	
Pictures	4
Laboratory	

15.The didactics resources most used by the teacher.

Now, one question arises of how the songs are the most used strategy in class if the teacher rarely uses the tape recorder (cd player) as we see in chart 16. It makes more difficult to determine the didactic resources which work positively in the teaching learning process of listening and speaking skills. Notice that textbooks (chart 16) are the most used. According to the methodologists, a textbook is only as good as the teacher who uses it. And it's important to remember that a textbook is just one tool. So, the survey could say that the resources used by teachers are not helping to develop these skills.

Q16: How often?

Resources	Always	Often	Sometimes	Never	Total
Student's book	26	0	0	0	26
Videos	0	0	0	26	26
CD-player	0	0	2	24	26
Pictures	0	2	1	23	26
Laboratory	0	0	1	25	26

16.The resources used commonly by the teacher.

Q17: To what extent.....?

Resources	Very much	Some	None	Total
Student's book	11	15	0	26
Videos	0	7	19	26
Pictures	0	7	19	26

17. the effectiveness of the resources

On the other hand, the teacher expressed in the interview that he used less the CD player in his class, because English class is thirty five minutes only. According to theoretical framework, songs are one of the most delightful and culturally rich resources for contextualization. In contrast, many ESL and EFL teachers are reluctant to use songs in the classroom, quite possibly because they consider them frivolous or unproductive. In addition, the cd player could be used to practice listening skill, but the teacher is not using this resource with that purpose.

XI.4 Assessment methods and its effectiveness.

Finally, it's turn to talk about the assessment process and its effect in the learning process of listening and speaking skill. According to Brown (2001), assessment needs to be efficient and effective as well as manageable. But the survey reveals that the most used to assess is always through the homework, practice activities and quizzes (chart #18). In this case, they are not effective in developing listening and speaking skill as well, as they answer in the question N°18(see chart # 18.) Based on the observation class, the closer activity for listening and speaking was reading aloud sentences in a textbook, follow the teacher in reading drills and take turn to read words from a list on the board.

Q18: Which of the following.....

	Frequencies
Quizes	22
Exams	2
Oral presentations	1
Activities.....	20
Role-plays	1
Homework	24

18. The method used by the teacher to assess

Q19: How often does the teacher use

	Always	Often	Sometimes	Never	Total
Quizes	3	5	17	1	26
Oral presentations			1	25	26
Role-plays			2	24	26
Exams			5	21	26
Activities.....	10	5	7	4	26
Homework	11	9	6		26

19. The method used by the teacher to assess frequently.

Referring to the effectiveness they have (chart #20), they express that none of them are highly efficient to develop the skills of speaking and listening. The homework, quizzes and Activities In class were the most scored in this result. The previous studies remark that assessment tasks assess the capacity to analyze and synthesis new information and concepts rather than simply recall information previously presented. But in this case, the teacher is not making the students to produce own ideas, only memorizing by repetitions of texts.

Q20: How effective.....

	None Eff	A little Eff	Sufficiently Eff	Very Eff.	Total
Quizes	8	9	5	4	26
Oral presentations	13	2	1	1	17
Role-plays	11	4		1	16
Exams	11	3	3	1	18
Activities.....	7	9	6	2	24
Homework	7	11	3	4	25

20. The effectiveness of the assessment methods

To conclude the analysis is important define the purpose of assessment, getting evidences of the development of skills through different activities that promote the practicing of them. At the end, the students get confidence to involve in the process of communication. Contrary of this process, the procedures that we observed were not working positively to the skills mentioned. The students would like to do more practice activities than quizzes. And the teacher does the opposite. On the other hand, most of the students would like to get more scores in practice activities (chart 21), what is a very good opportunity to the teacher in order to promote the participation in group or individually.

Q21: Which of the following

	Frequencies
Quizzes	9
Oral presentations	
Exams	1
Activities.....	18
Role-plays	2

21. The methods preferred by the students to get higher score.

XI.5 Matrix data on the subjects approached

Objectives	Teacher Interview	Teacher observation	Students survey	Documentary analysis
1. To identify the difficulties in teaching learning process of communication in the classroom.	The teacher has only one year of experience in teaching English. He has not received any updated English course since the end of his university studies. The class last only 35 minutes. The teacher has several didactical resources provided by the school. The teacher does not receive any kind of supervision from the school authorities.	The teacher always explains class in Spanish. He does not encourage the students to use English language during the class. It was observed a little participation of students to speak English in class.	They want more time devote to the English Class. Most of the students are not able to use common expressions in class. The English class is in Spanish.	Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to listen and learn the English sound. Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving.
2. To find out the factors affecting the development of listening and speaking in foreign language class.	Lack of use of didactical resources: The teacher only use the textbook to do written exercises, not to practice speaking or listening activities.	Teacher only use textbook as a workbook. And make the students translate texts from the book. There were not audio visual resources in class.	The students don't have enough frequencies of English Class. They are not demanded to speak English during the class.	There are a number of advantages about using recorded materials (Salaberri, 1996) 1- They provide certain contextual aspects and some extra linguistic elements that help in the understanding of messages. 2- They provide exposure to varieties of English and different speakers. 3- They allow for the participation of students through repetition and recording activities.

3. To determine the strategies used during the teaching process of listening and speaking.	<p>He knows a little information about methodological strategies, he only mention a few ones of the strategies presented in the interview.</p> <p>He makes the student read the dialogues. That way, the students are not producing conversations based on their learning lessons.</p>	<p>He use inappropriate the few strategies he mentioned, the students use books only to do written activities or translate texts.</p> <p>Even the translation tasks are doing in small groups.</p> <p>The students read the dialogues; they don't perform a spontaneous conversation.</p> <p>In any instance, was used the tape recorder, so it is difficult to determine how the students learn the songs.</p>	<p>Most of the students have not developed the English Speaking skills due to the few strategies applied by the teacher.</p> <p>They feel motivated and encouraged to participate and speak English in class, however it is not a 100 percent.</p> <p>They are not comfortable to speak individually.</p> <p>They prefer to perform in group.</p> <p>The games and songs are the most favorite strategies to the students.</p>	<p>According to Brandt (1998), "The methodological strategies, techniques andragogical learning and learning resources prior learning capabilities of potential participants, and limitations of each. In the communicative approach to language teaching, this means teachers modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.</p> <p>The use of creative methodological strategies promotes students' speaking skills when they have friendly competition with each other, so each student will participate in the classroom.</p>
4. To determine the didactical resources which work positively in the teaching learning process of listening and speaking skills.	<p>He feels more confidence when using the text book.</p> <p>The teacher uses a few resources and materials to teach English class like board and workbook.</p> <p>In any time the teacher point the use of the tape recorder in class.</p> <p>Also he does not present a variety of games. The teacher talks about games referring to the activities he does to learn vocabulary.</p> <p>For example, he plays the hang man.</p>	<p>The students work hard with the textbooks, but showed uncomfortable with the activity because they do not receive support from the teacher when they translate texts.</p> <p>In any observation was used the tape recorder, so it is difficult to determine how the students learn the songs.</p>	<p>They express the most didactic resource used in the English class is the text book, even though they feel there is no positive effect in the use of them to develop the speaking and listening skills.</p> <p>On the other hand, most of them prefer to play games and songs in order to practice listening and speaking skills.</p>	<p>According to Gimeno & Loayza cited in Hidalgo (2007), materials are concrete elements, physical, carrying educational messages through one or more communication channels and are used at different times or phases of the teaching – learning.</p>

To know the effect of the assessment process in learning English speaking and listening skills.	Teacher only use quizzes and homework to assess the English class in general, and he gives higher scores to the quizzes. The teacher does not mention oral quizzes or activities to assess listening and speaking skill	Students make pronunciation mistakes but the teacher doesn't rectify them. They also want to get more scoring at practice activities in classroom.	Students want to be assessed with practice classes. Not only through homework. Sometimes it could be negative to the learning process because some students don't have any support at home to develop the tasks by themselves.	Assessment tasks are weighted to balance the developmental ('formative') and judgmental ('summative') roles of assessment. Early low-stakes, low-weight assessment is used to provide students with feedback. The most effective ways to assess student's learning were oral presentations because this way the teacher checked the new vocabulary as well as the fluency of each presenter. Besides oral presentations, another activity which has a great effect on students learning is role plays, because each student is place in an everyday situation in which they are required to put into practice the content previously introduced. On the contrary, the activities that did not have a good effect were debates because there was a time in which students wanted to express their opinions but they did it at the same time, so they just created a mess.

XII- Conclusions

After discussing the analysis of results and the references from the methodologists, it's time to make the respective conclusions that provide the answers of the objectives in this research.

The difficulties found in teaching learning process of communication in the classroom are:

1. The class is explained in Spanish, and the students are not demanded to speak English during the class as well.
2. The students do not have speaking and listening activities. They just translate texts and read dialogues.
3. The teacher knows the strategies but he does not know how to approach better in the development of listening and speaking skills. The used strategies are focused only in writing and reading skills.
4. The resources provided to the development of the English class are not used in total manner by the teacher and they are not enough effective in the development of listening and speaking skills.
5. The students are not being assessed in terms of listening and speaking skills development.
6. The assessment methods are not appropriate to assess listening and speaking skills, they are focused on the acquisitions of vocabulary and grammatical structures.

The found factors that affect the development of listening and speaking skills in English class are:

1. The teacher experience is not enough to face the difficulties in developing listening and speaking skills. Actually, the teacher does not use the target language at the teaching time.
2. The teacher has not received any kind of updated course since he finished his college studies. Furthermore, he is not receiving technical support by the school authorities. In this case, it is the roll of a coordinator in English subject.
3. The textbook does not provide listening and speaking skills activities. And the teacher does not adapt the textbook to develop those skills. He feels comfortable to follow firmly the instructions of the textbook which has been designed by teachers from the same school.

The use of strategies is not producing positive results in the learning process. As notice in the following statements:

1. The strategies most used by the teacher are: games, songs and dialogues
2. The strategies used by the teacher are not focused on the development of listening and speaking; the students only perform dialogues and do not produce spontaneous conversations.
3. The lack of the use of didactical resources affects the results of the strategies applied.
4. The strategies applied are only working in motivation to the students in singing songs playing memory games. In addition, they only feel confidence to participate in groups instead of working individually.

The use of didactical resources is not useful to the development of listening and speaking skills due to the following reasons:

1. The didactical resources most used by the teacher are textbooks, board, and rarely the CD player. These are not working positively in the development of listening and speaking skills. Despite of the several materials provided by the school.
2. The textbook is used to resolve writing exercises and translations of reading. Also to practice reading of dialogues.

Concluding with the effects of the assessment process, the following statements show that:

1. The methods most used by the teacher are quizzes, tests and homework.
2. There are not oral quizzes or activities to assess listening and speaking skill, only to assess grammatical structures and vocabulary.
3. The students prefer to get higher scores in practice classes instead of writing test.
4. Oral presentations are not performed in class. This method helps to increase the listening and speaking skills and provide more confidence to the students into practicing the target language.

XIII- Recommendations

Taking into account all the results gathering in this study and according to the conclusions mentioned, these are the general recommendations.

- The authorities of the institution need to be aware of the effectiveness on the lesson planning to control the teaching learning process.
- The teacher has to include strategies to develop the language skills in order to success in the teaching learning process. Also he needs to be more demanding at speaking English during the class, being the model that the students could follow.
- The teacher needs to improve his methodology by participating in workshop designed to develop the skills in communication.
- It's important to take into account the use of all the able resources in the school which could provide a better understanding of the class. Even the school is committed to provide all of those resources like CD player. Even better the teacher could use a media laboratory to motivate the students.
- In case that teacher is not using the resources provided by the school, is the roll of the authorities to take over of the correct use of the resources in order to provide a better learning in the students.
- The teacher needs to innovate his methods in assessment, by doing more practices in speaking and listening activities like oral presentation of common activities that student could achieve easier and help them to be creative and interactive with each other's.

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APPENDIXES



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN- MANAGUA.

Tema: factores metodológicos que afectan el desarrollo de las habilidades del habla y escucha en los estudiantes del sexto grado de la escuela Privada Madre Cayetana Alberta, en el segundo semestre del año escolar 2015.

Edad:	Género:	Fecha:
Materia: Inglés	Grado: 6to	

Estimados alumnos:

Nos gustaría hacerte algunas preguntas sobre los métodos y estrategias de enseñanzas que te ayudan a desarrollar las habilidades del habla y escucha. A propósito, este no es un examen que te haga sentir nervioso y no será evaluado. Incluso no tienes que poner tu nombre. Nos interesa tu opinión ya que tú representas la fuente de nuestra investigación. Por favor lee cuidadosamente los siguientes enunciados y contesta según tu criterio, toma en cuenta las instrucciones que se te dan.

Marca con una equis (X) frente a cada aspecto, la respuesta que mejor represente tu opinión.

1. ¿Te gusta la clase de inglés?

Sí ☐ No ☐

2. ¿Cuántas horas de inglés recibes en la semana? 2.

1 hora ☐ 2 horas ☐ 3 horas o más ☐

3. ¿Te gustaría que la clase de inglés fuera con más frecuencia?

Sí ☐ No ☐

4. ¿Tú profesor explica de manera clara y sencilla los ejercicios de habilidad comunicativa

Siempre ☐ Casi siempre ☐ Pocas veces ☐

5. ¿Crees Tú que has desarrollado tus habilidades de comunicación en inglés con tu profesor o tus compañeros?

Nada ☐ Poco ☐ Mucho ☐

6. ¿Puedes tu presentarte en inglés dentro y fuera de la clase?

7. Sí ☐ No ☐

8. ¿Explica tu profesor la clase en inglés

Sí ☐ No ☐ Algunas veces ☐

9. ¿Con qué frecuencia tu profesor corrige un error que cometes tú o tus compañeros cuando hablas en inglés?

Siempre ☐ Casi siempre ☐ Pocas veces ☐ Nunca ☐

10. ¿Tú profesor promueve la participación y te anima a hablar en inglés durante la clase?

Sí ☐ No ☐

11. ¿En qué situación te muestras más dispuesto a hablar en inglés?

En grupo ☐ En parejas ☐ Individual ☐

12. ¿Practicas frases comunes en inglés a la hora de clase?

Sí ☐ No ☐ A veces ☐

13. ¿Qué tipos de estrategias metodológicas utiliza tu profesor inglés?

Los juegos ☐ Canciones ☐ Diálogos ☐ Role
plays ☐ Entrevistas ☐ Exposiciones ☐

14. ¿Con qué frecuencia tu profesor de inglés usa estas estrategias metodológicas? how often does your English teacher use the following strategies?

Estrategias metodológicas	Siempre	Casi siempre	A veces	Nunca
Los juegos				
Canciones				
Diálogos				
Role plays				
Entrevistas				
Exposiciones				

15. ¿De qué manera te ha ayudado las siguientes estrategias metodológicas a desarrollar la habilidad de la escucha y el habla? In what extent those methodological strategies have helped you to develop the listening and speaking skills?

Estrategias metodológicas	Nada	Muy poco	Poco	Mucho
Los juegos				
Canciones				
Diálogos				
Role plays				
Entrevistas				
Exposiciones				

16. ¿Qué tipos de recursos didácticos utiliza tu docente?

Libros de texto

Videos educativos

Grabadora

Lámina

Laboratorio

17. ¿Con qué frecuencia usa tu docente estos recursos?

Recursos	Siempre	Casi siempre	A veces	Nunca
Libros de texto				
Videos educativos				
Grabadora				
Lamina				
Laboratorio				

18. ¿En qué medida te ha ayudado los siguientes recursos a desarrollar la habilidad de la escucha y el habla?

• **Libros de texto** **Mucho** ☐ **Poco** ☐ **Nada** ☐

☐ ☐

• **Videos educativos** **Mucho** ☐ **Poco** ☐ **Nada** ☐

• **Láminas** **Mucho** ☐ **Poco** ☐ **Nada** ☐

19. ¿Qué formas de evaluación utiliza tu docente?

Sistemáticos ☐

Exposiciones ☐

Dramatizaciones ☐

Exámenes ☐

Actividades prácticas ☐

Tareas ☐

20. ¿Con qué frecuencias utiliza tu profesor estas formas de evaluación?

Formas de evaluación	Siempre	Casi siempre	A veces	Nunca
Sistemáticos				
Exposiciones				
Dramatizaciones				
Exámenes				
Actividades prácticas				
Tareas				

21. ¿Qué tan efectivas han sido estas formas de evaluar en desarrollar la habilidad de la escucha y el habla?

Formas de evaluación	Nada efectivas	Poco efectivas	suficientes efectivas	Muy efectivas
Sistemáticos				
Exposiciones				
Dramatizaciones				
Exámenes				
Actividades prácticas				
Tareas				

GRACIAS POR SU APORTE



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN MANAGUA.

TOPIC: Methodological factors that affect the development of both listening and speaking skills in students of sixth grade at Madre Cayetana Alberta in the second semester of 2015.

Survey to the students.

Age:	Gender:	Date:
Subject: English Grade:6to.		

Dear students:

We would like to ask you some questions concerning effective teaching methods and strategies that enhance the listening and speaking skill. By the way, this is not a test that makes you feel anxious; there is no right or wrong answers and do not even have to include your name on it. We are interested in your viewpoint since you represent the source of this study. Please carefully read the following statements and answer them as well as you consider and taking care of the instruction given by the researchers in charge. Check with (X) each ítem according to your better opinion.

1. Do you like the English class?

Yes ☐ no ☐

2. How many hours do you receive English class per week?

1 hour ☐ 2 hours ☐ 3 hours –more ☐

3. Would you like to receive more frequencies of the English class?

Yes ☐ no ☐

4. Does your teacher explain simply and clearly the exercises in listening and speaking skills?

Always ☐ almost always ☐ a little times ☐

5. Do you think you have developed the skills in communication with your teacher and classmates?

Nothing ☐ a Little ☐ much ☐

6. Can you introduce yourself into the class or outside?

Yes ☐ no ☐

7. Does your teacher explain the class in English?

Yes ☐ no ☐ sometimes ☐

8. How often does your teacher rectify your pronunciation mistakes in class?

Always ☐ almost always ☐ a little times ☐ never ☐

9. Does your teacher promote you to participate in speaking English in class?

Yes ☐ no ☐

10. In what moment do you feel more confidence to speak English?

In group ☐ in pair ☐ individual ☐

11. Do you practice common phrases during the English class?

Yes ☐ no ☐ sometimes ☐

12. What types of methodological strategies does your English teacher use?

Games ☐
Role plays ☐

Songs ☐
Interviews ☐

Dialogues ☐
Presentations ☐

13. How often these teaching strategies are used by the teacher?

Teaching Strategies	Always	Almost always	Sometimes	Never
Games				
Songs				
Dialogues				
Role plays				
Interviews				
Presentations				

14. How much have these Teaching Strategies helped to develop the listening and the speaking skills?

Teaching Strategies	Nothing	A little	Very poor	A lot
Games				
Songs				
Dialogues				
Role plays				
Interviews				

15. What types of didactic resources does your teacher use in class?

Text books _____
 Videos _____
 CD player _____
 Posters _____
 Laboratory _____

16. How often these didactic resources are used by the teacher?

Didactic resources	Always	Almost always	Sometimes	Never
Books				
Videos				
Tape recorder				
Pictures				
Lab				

17. In what extent have these Didactic Resources helped to develop the listening and the speaking skills?

- Text books much____ a little____ nothing____
- Videos much____ a little____ nothing____
- Posters much____ a little____ nothing____

18. What kind of assessments does the teacher apply?

Quizzes____ expositions____ role play____
 Test____ practice class____ homework____

19. How often these assessments are used by the teacher?

Forms of assess	Yes	no	Always	Almosta lways	Sometimes	Never
Quizzes						
Presentations						
Role plays						
Tests						
Practice class						
Homeworks						

20. How much effective have these assessments been in the develop of listening and speaking skills?

Forms of assess	Nothing effective	A Little effective	Enough effective	A lot of effective
Quizzes				
Presentations				
Role plays				
Tests				
Practiceactivities				
Homeworks				

21. Which of the following method of assessments does your teacher assign more score?

Quizzes____ expositions____ tests____

Practice class____ role plays____

22. Which of the last activities would you like to get higher score?

Thank you for your help!



**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN MANAGUA.**

Interview for teacher

Topic: Methodological factors that affect the development of both listening and speaking skills in students of 6th grades from Madre Cayetana Alberta private school.

Purpose of this interview is to verify some factors that are affecting the student's development in English language.

Before you begin, please read the following information.

You are being asked to complete this interview as part of a research about methodological factors that affect student's development in listening and speaking skills.

There are no right or wrong answers— your responses are an important information

The interview should take you approximately 20 minutes to complete.

Personal Information

School Name: Madre Cayetana Alberta

Gender: F ___ M x **Age:** 25

Are you graduated in English: Yes x No ___

If you are not graduated in English who do you learn this language?

Course _____ Empirical _____ Lived in United State _____

Have you gotten any updated course in English?

Yes _____ Not **x**

Labor Experience:

Time to teach English: **two years** other places before: _____

Levels taught: Kindergarten ____ Elementary **x** High School ____ University _____

Others _____

Other places where you have worked before: **only here**

Labor management conditions

1. How long does each English class last? 35 minutes.
2. Does the school provide you didactical materials to develop your class? Which ones? Yes, text books, markers, flash cards, CD player, posters, media LAB and picture dictionary.
3. Is there any person in charge coordinating the English subject? No.
4. Do you receive any supervision of the school authorities? No
5. How often do you have supervision? never

Teaching experience

1. Do you know these methodological strategies in your teaching practice?
 - a) Games **x**
 - b) songs **x**
 - c) interview **x**
 - d) dialogue **x**
 - e) Role play **x**
 - f) Group presentation **x**

2. Which of these methodological strategies do you use in your class?

Dialogues, songs and role play.

3. What factors do you think are affecting the development of the students in listening and speaking skill? Lack of interest and motivation

4. What methodological strategies do you use to improve the listening and speaking skill? Sing a song, practicing vocabulary in English by repetitions. And reading dialogues to perform characters.

5. What didactic material do you use to develop the listening and speaking skill? And how do you use them? Textbook, board. I read the text and make the students to answer questions in the textbook, looking the unknown vocabulary. After that, the students go to the board and write one sentence of the text translated into Spanish until finish the whole reading.

6. What activities do you use to develop the listening and speaking skill?

Use of greeting expression in class and practice some commands inside the classroom, like: sit down, raise your hand, open your book, and so on., play the HANGMAN to learn vocabulary.

7. What type of listening and speaking activities your students prefer?

Sing and practice the vocabulary.

8. Do your students have active participation during the class?

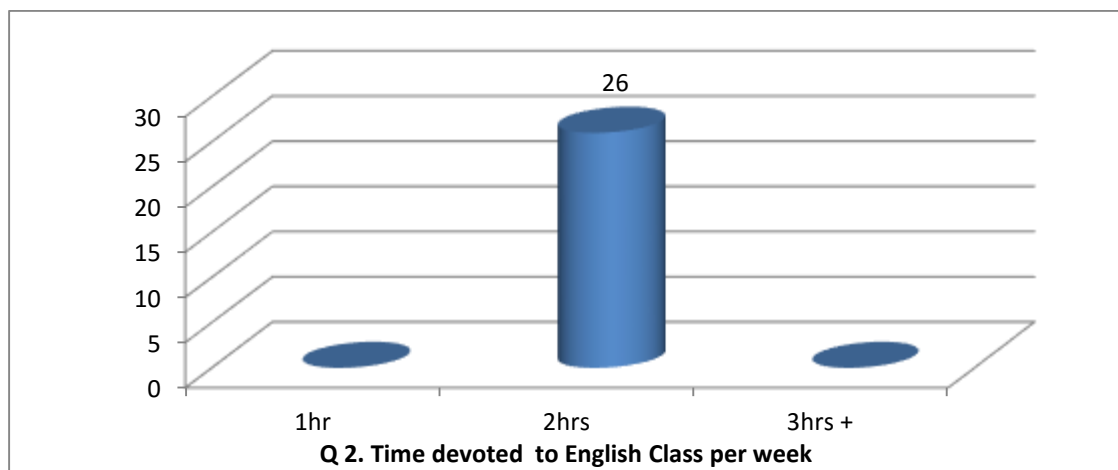
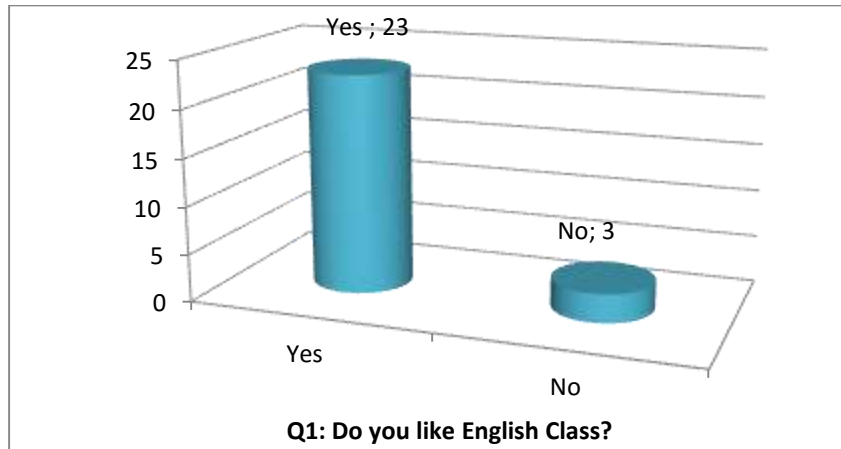
Yes

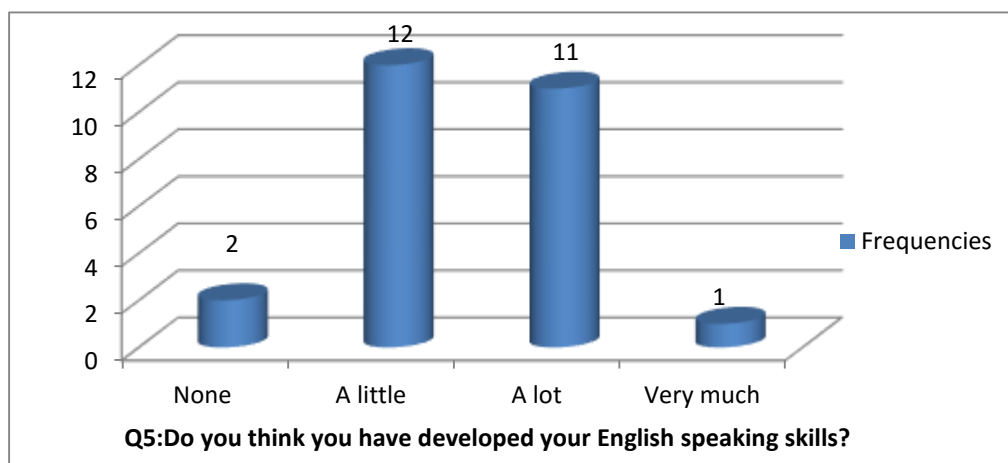
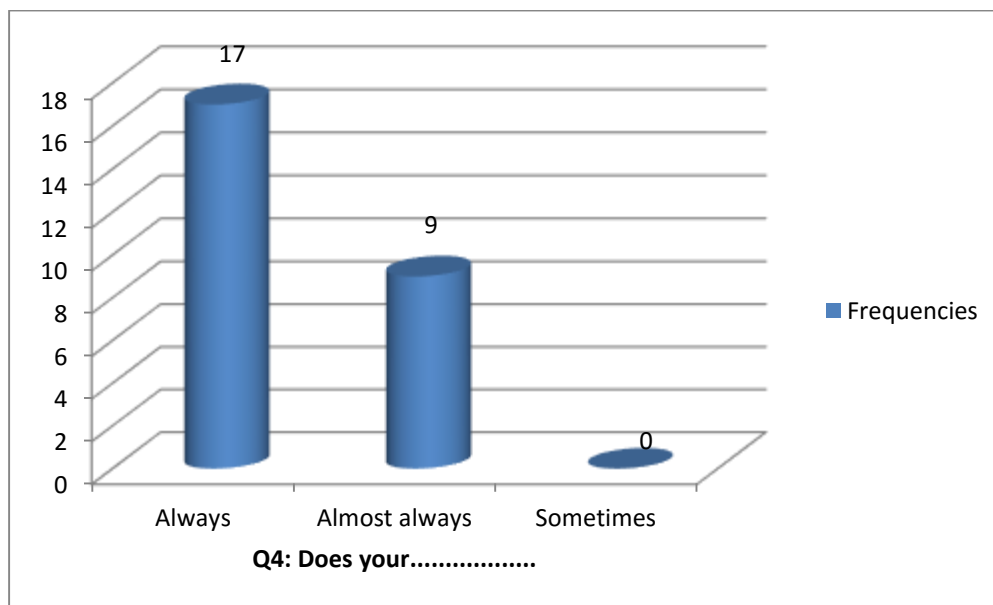
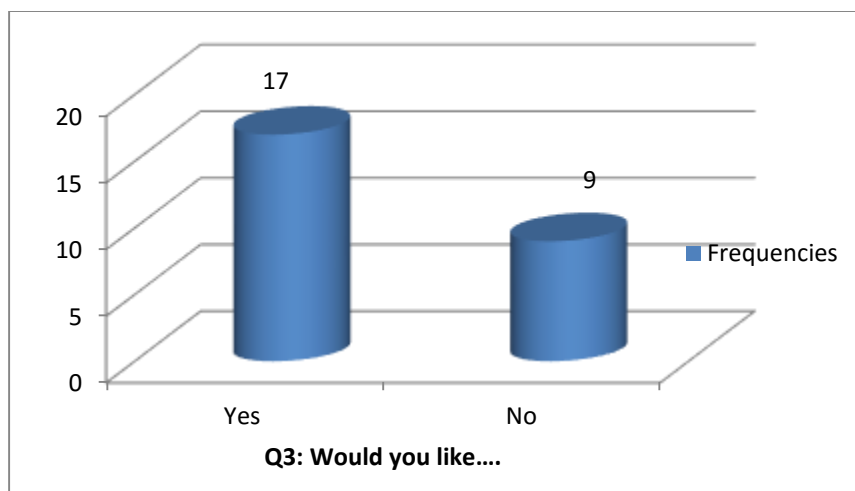
9. Are they using the English Language to ask and answer statement during the class? Not at all, a few students are able to answer questions in English.

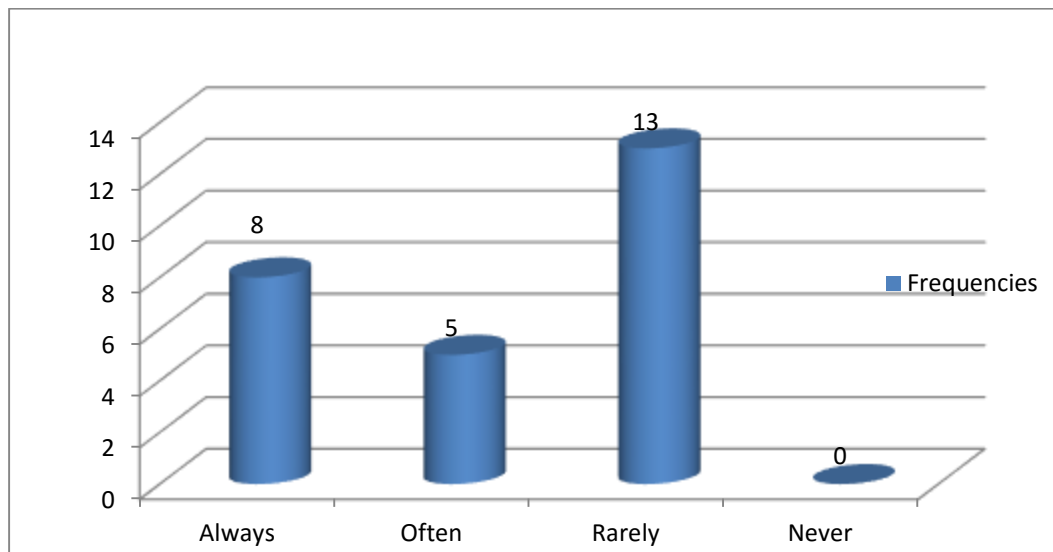
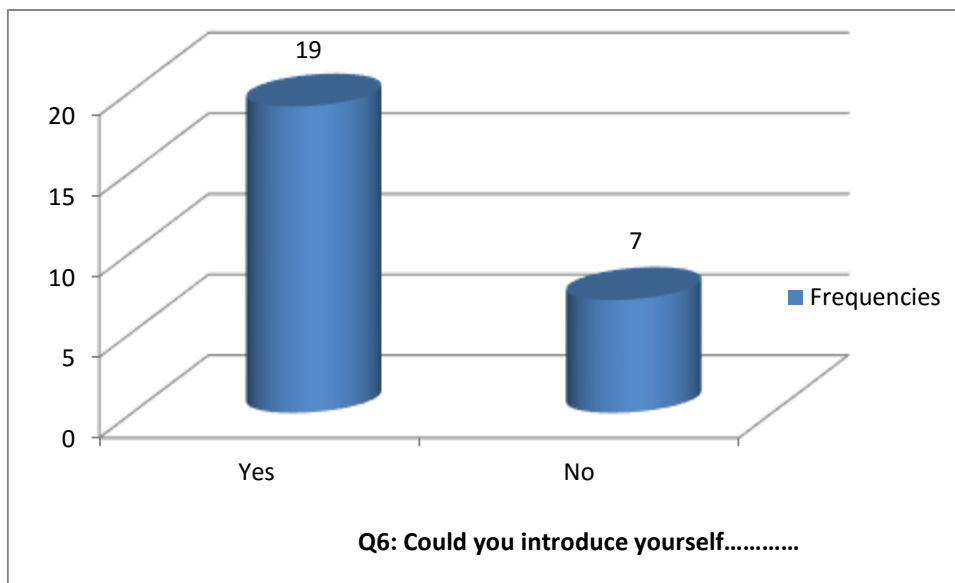
10. What type of assessment do you apply in your class? Quizzes, checking homework, practice classes, oral presentations like dialogues.

11. What type of assessment do you think are most effective to increase the level of learning speaking and listening skills in your students? Oral presentation and test.

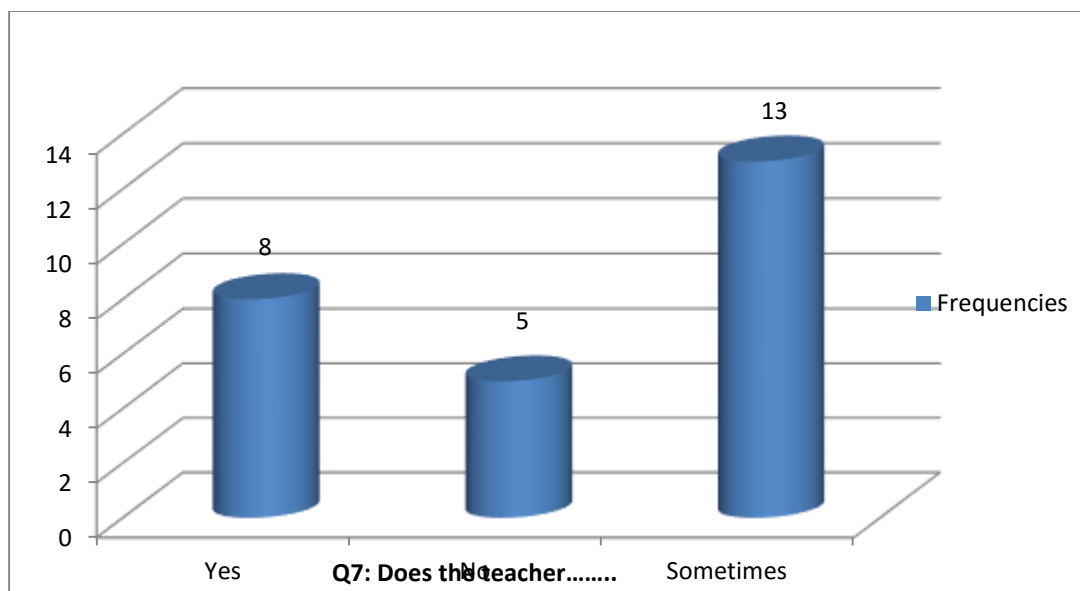
Quantitative Data: tables and graphics



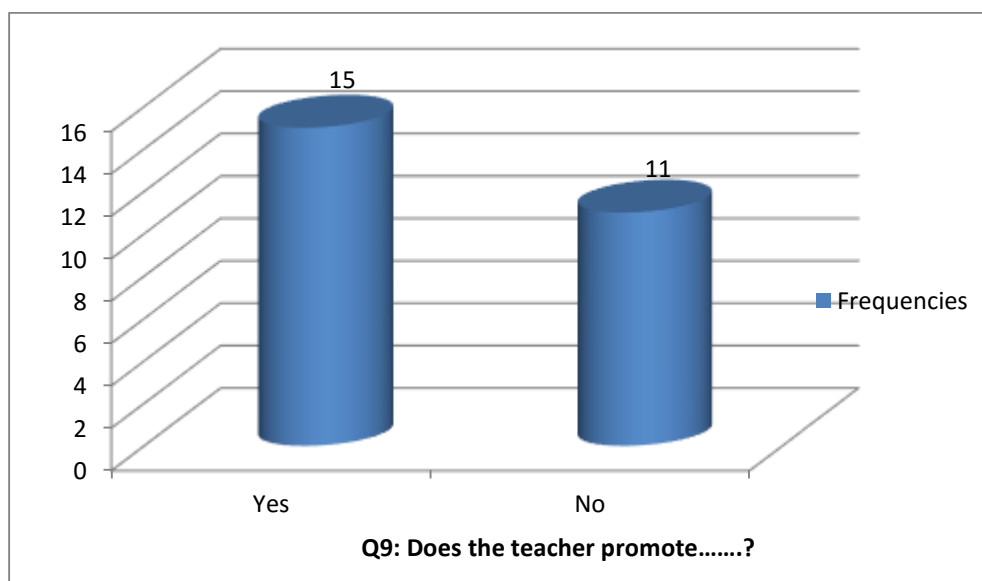




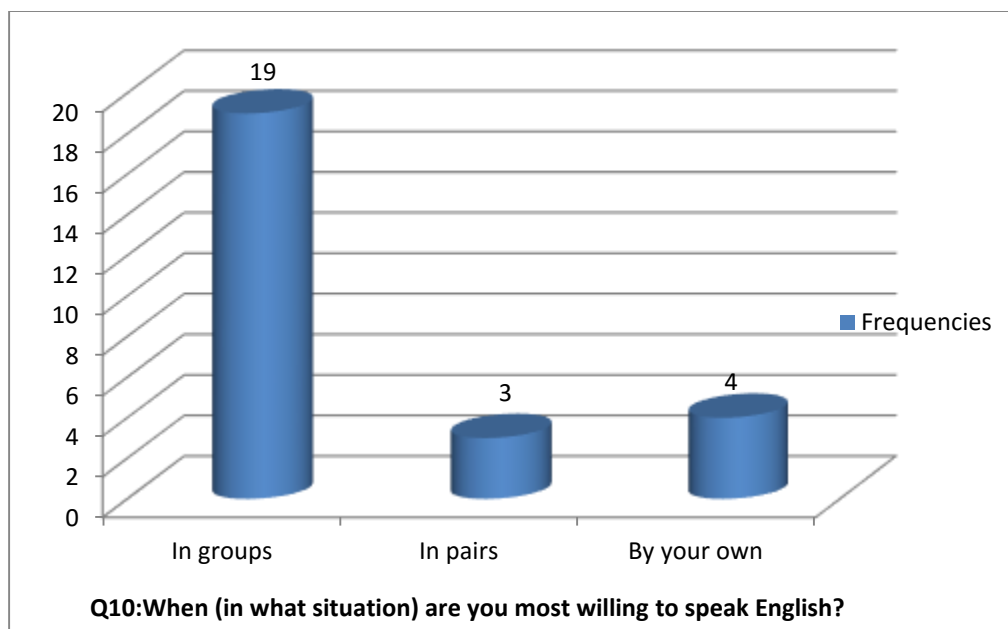
7. does the teacher explain the class in English?



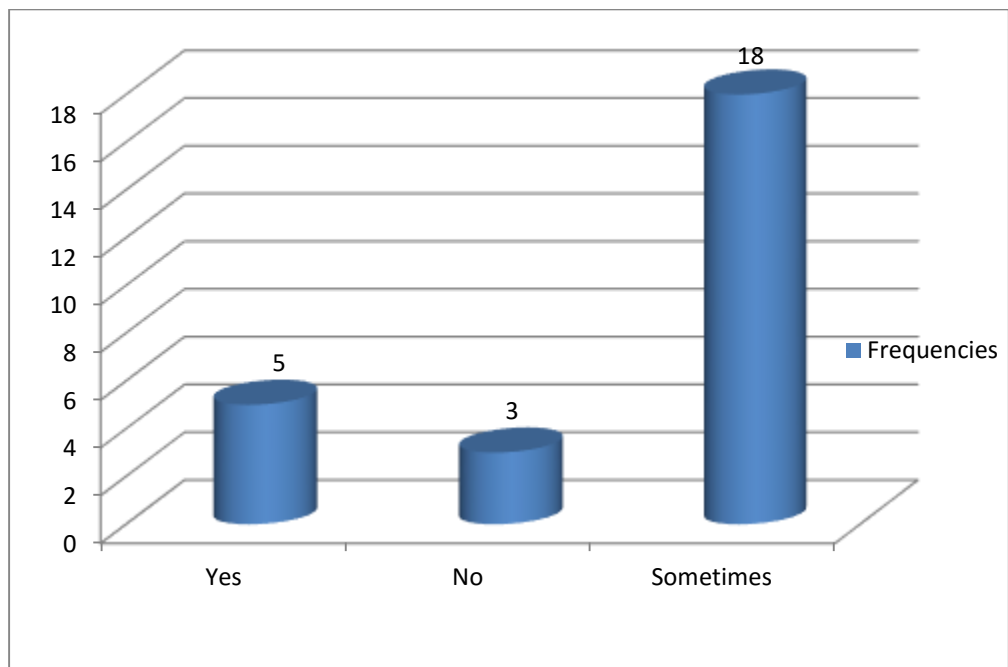
8. the teacher's feedback



9. The teacher's motivation to the students

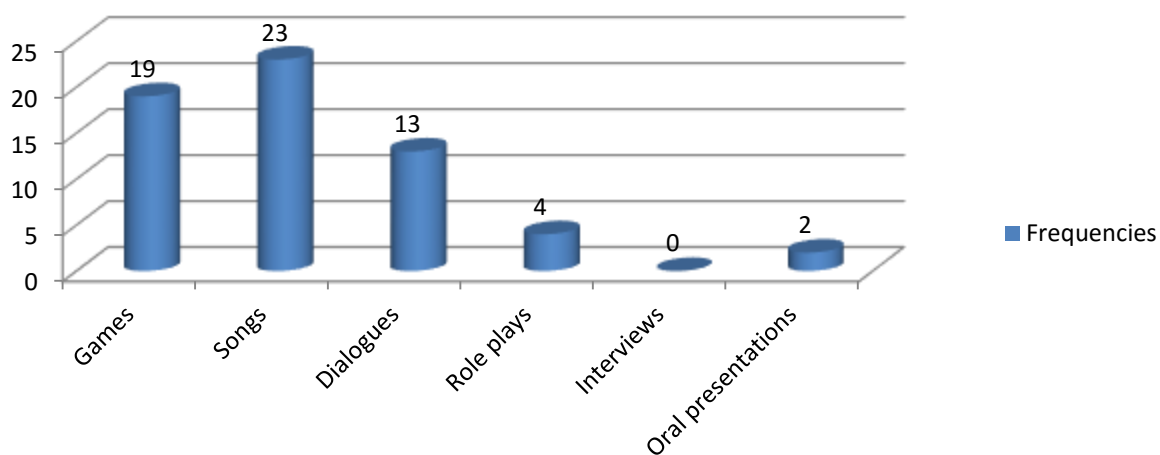


10. Preference in practicing English in class

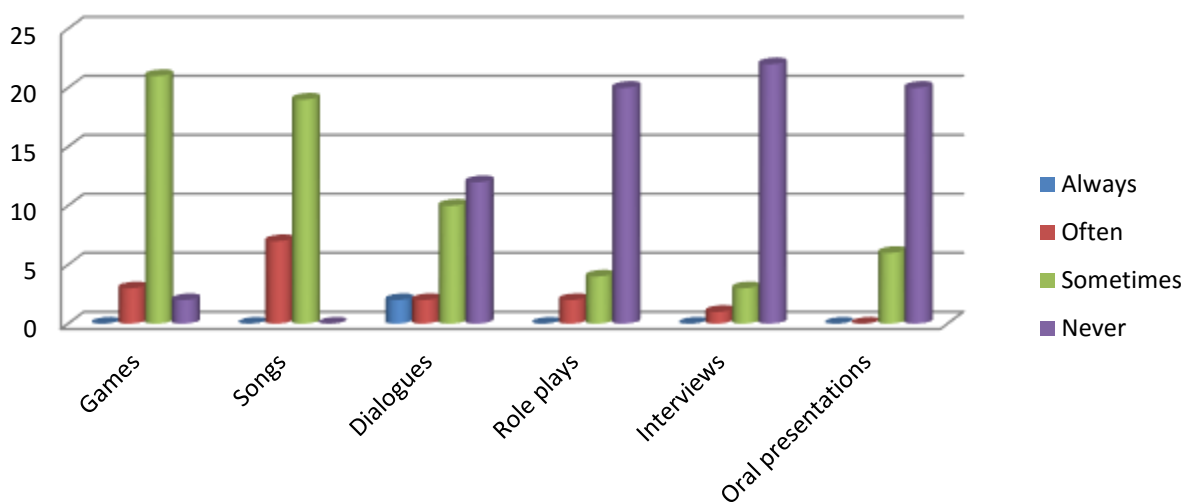


11. The practice of the target language in class.

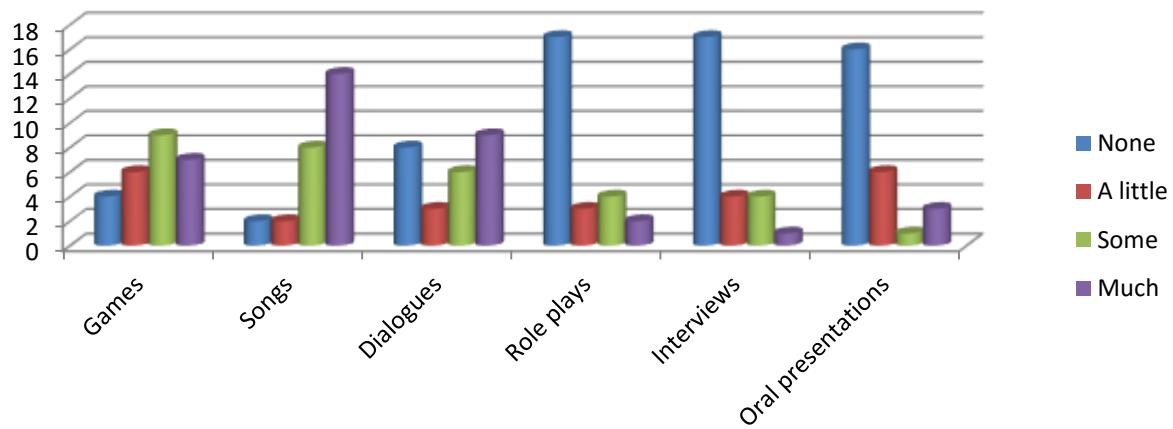
Q12.Strategies used by the teacher



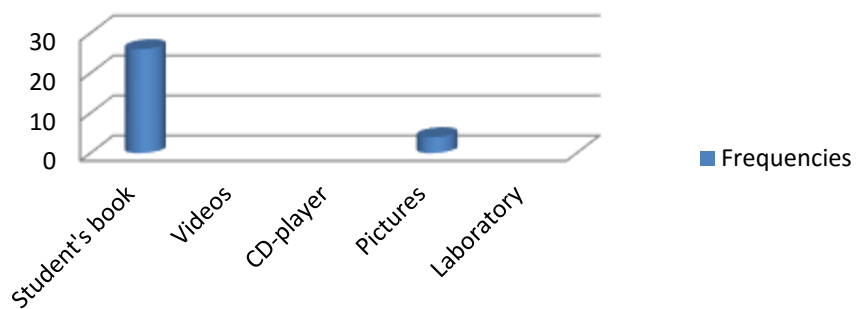
Q13.Frequency of the strategies

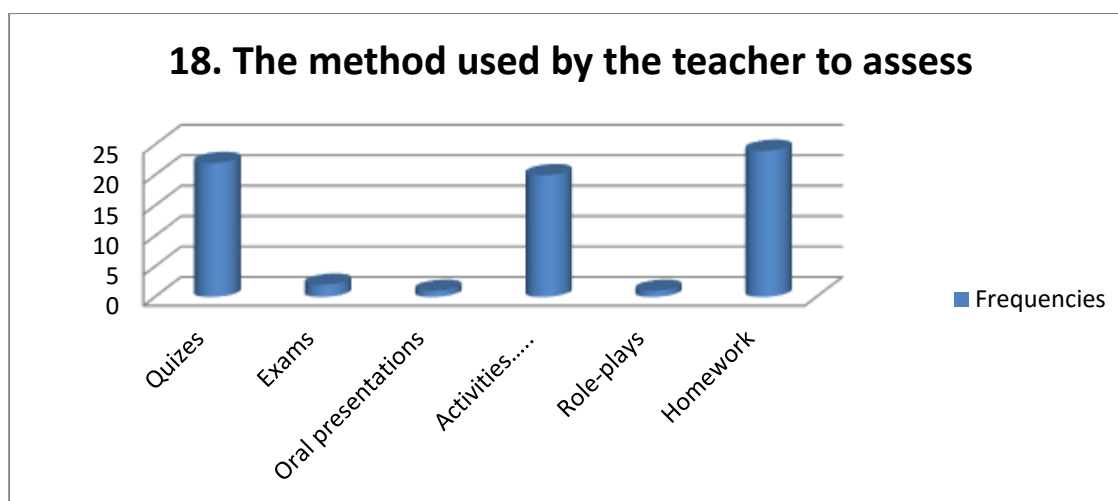
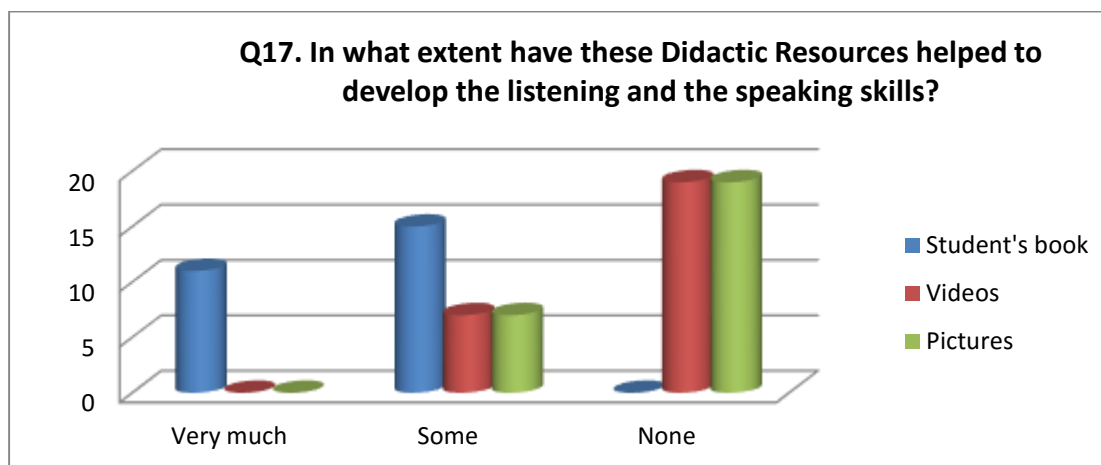
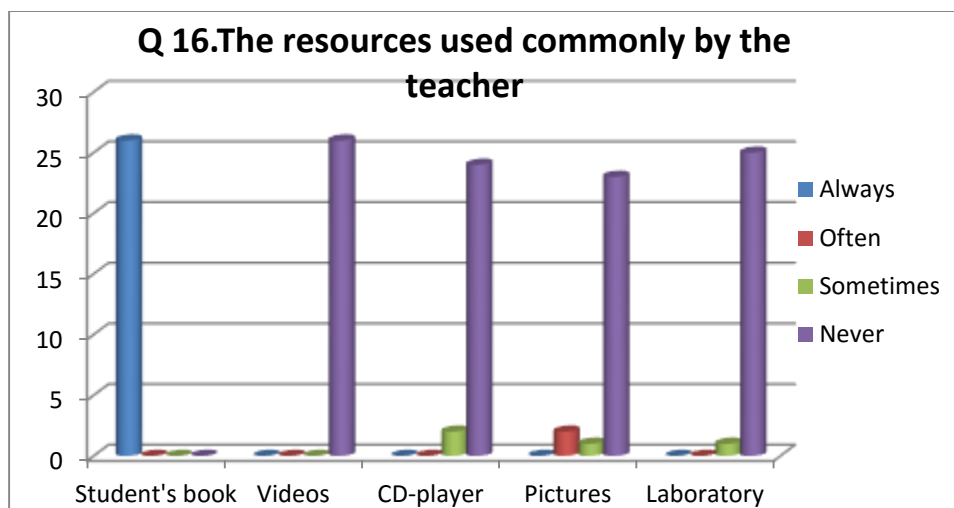


14. How much have these Teaching Strategies helped to develop the listening and the speaking skills?

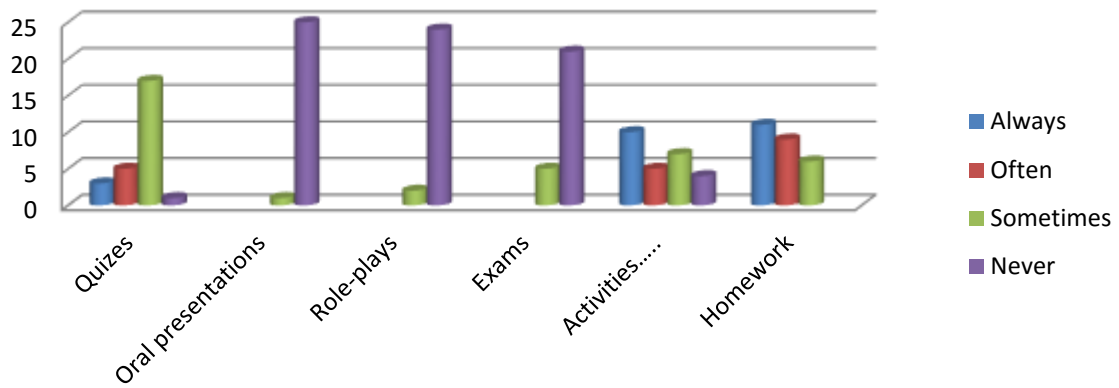


Q 15. The didactics resources most used by the teacher.

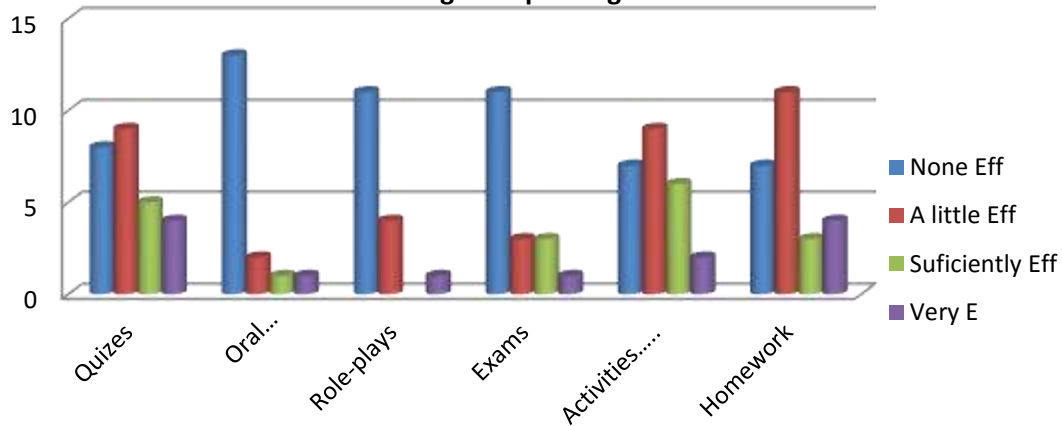




19. How often these assessments are used by the teacher?



20. How much effective have these assessments been in the develop of listening and speaking skills?



21. The methods preferred by the students to get higher score.

